

Tinkerbells

Bridge Inn, Leyland Road, Penwortham, PRESTON, PR1 9XR

Inspection date	08/01/2014
Previous inspection date	30/08/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Partnerships with parents and other professionals are effective in meeting the needs of individual children.
- Children show they feel safe and secure within the nursery as they happily approach their key person and other staff for reassurance or to make their needs known.
- Teaching is good because staff make good use of accurate assessments to plan activities that enable children to make good progress.
- Children's welfare and safety is very well promoted within the nursery. Staff demonstrate their confidence in identifying any concerns and who to contact should the need arise. Effective procedures for the recruitment and ongoing suitability of staff is in place and further safeguards children.

It is not yet outstanding because

- Staff do not always adapt activities or learning to consistently challenge the more able children, which means that their learning is not always optimised.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed a range of documentation, which included the safeguarding policy, recruitment procedures and suitability of staff and a sample of other required policies.
- The inspector spoke with the provider, manager and staff at various times throughout the inspection. The inspector also took account of the views of parents spoken to. The inspector also spent time talking with the children.
- The inspector and manager carried out a joint observation of an activity. The inspector also observed the interaction between children and staff.
- The inspector looked around the learning environment, both indoors and outdoors, at the nursery.

Inspector

Sandra Harwood

Full report

Information about the setting

Tinkerbells was registered in 2011 and is on the Early Years Register and compulsory and voluntary parts of the childcare register. It is situated in a converted, detached premise in Penwortham, Lancashire and is one of two provisions managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there are enclosed areas available for outdoor play. The nursery employs 31 members of childcare staff. Of these, 30 hold appropriate early years qualifications at level 2 through to Qualified Teacher Status. The provider holds Early Years Professional Status.

The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 153 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with English as an additional language as well as those with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- consistently adapt activities and learning opportunities to challenge the more able children and enable them to make even more progress.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good because staff have a good knowledge of how young children learn. As a result, they are able to organise and plan an environment that is overall challenging and interesting and supports children's learning and developmental needs. Children are confident in their nursery environment because staff provide children with effective levels of interaction, both in planned and free play activities. This helps most children make good progress. However, not all opportunities are used to challenge children who are more able, which means there is scope to enhance their progress even more. Young children who have special educational needs and/or disabilities are very well supported. Staff demonstrate an excellent knowledge of how to promote learning and recognise the importance of how small steps can mean large milestones for children.

Staff record regular and accurate observations of children. The clear tracking system enables the progress children have made from their individual starting points to be viewed. Well-written, regular summaries reflect children's abilities and interest and are

shared with parents to ensure that they are kept well informed of their children's progress. This is one of the ways the nursery involve parents in their children's learning. Others include daily diaries for the younger children, daily exchanges of information and emails. Staff confidently use information gathered from this range of methods to help inform planning, support children and identify next steps in their learning.

Good use is made of the space within the nursery. Children have free flow access across the downstairs area, which enables children of different ages to mix and learn from each other. This supports children's preparation for their next stage in learning and eventual move to school. Children's language and communication is well supported as staff use a range of questions that encourage children to think. Children with English as an additional language are well supported. Staff talk with parents to gather key words to use with children and use children's home language, together with English, to ensure that they gain good communication skills in readiness for school. Children's mathematical understanding is supported through a range of activities, such as 'lotto'. Again, staff use opportunities to support children's thinking as they ask what number comes next or help them to count backwards. Babies enjoy space to work on their physical skills. They have lots of opportunity to explore using their senses as baskets full of natural materials are at floor level. This is further supported by the sensory area, which they delight in as they watch the bubble tube and lights. This stimulates their curiosity and they reach out to grab the objects. Children learn that print is seen in a range of forms as they look at computer print outs and read the Chinese menu in preparation for the Chinese New Year. Activities, such as looking at books, sequencing pictures to create their own books and use of yellow signs, which warn of wet floor around the water tray, all support children's communication and understanding of language. Older children become competent in using technology. For example, they look out of the window and use cameras to take photographs as a staff member supports this by asking what the children are going to do with the photographs as she talks about downloading them onto the laptop. The children show their understanding as they tell the member of staff and each other the button they need to press if they want to do this. Children's imagination and creativity is developed as older children engage in role play with their friends. Younger children enjoy making planets or exploring the foam and dough mixtures.

The contribution of the early years provision to the well-being of children

Children's individual needs are known because an effective key person system is in place and staff work closely with parents and children to ensure a secure relationship. All children, including babies, show a strong sense of belonging and security within the nursery. They happily explore their environment making their needs known. Relationships with other staff members also support children's personal and emotional development. Staff show care and consideration as they support children to develop the skills that enable them to manage their own needs.

Children's behaviour is good because they know what is acceptable and staff consistently implement the behaviour policy by using positive praise and encouragement. Staff role model expectations, such as, manners and this has a positive impact on children's

attitude. Children cooperate well with each other and show respect for both their peers and the adults who work with them, displaying care and consideration unprompted. Children's health and safety is well promoted. They are provided with a wide range of nutritious meals and snacks. Staff and children talk about the different foods available and why they are good for them. Children and babies have continuous access to drinks, which further supports their health and develops their understanding of their own needs. Children's individual dietary requirements are known by all staff and are displayed to ensure shared knowledge and effective implementation. Staff who work with the babies follow their well established routines from home, for example, sleep times. The children enjoy free flow play to the large outdoor area where they have space to run, jump or moon walk. Regular local outings, such as, to feed the ducks develops children's sense of community. The children's understanding of the wider world is developing as they use a range of good resources and have the opportunity to try different food. For example, plans are in place to learn about Chinese New Year.

Children's safety is assured through regular fire evacuation practices, which enable the children to develop an understanding of keeping themselves and others safe. The older children show their developing understanding as they talk about being careful when using knives to cut the carrots and potatoes in the home corner. Staff praise children for this and are on hand to supervise and support. This further ensures the children's safety while enabling them to practise skills and take safe risks. Babies respond positively to staff because they continually vocalise and make eye contact with them as they play alongside at their level. Staff confidently support babies as they progress through the stages of their physical development. This also supports their emotional well-being effectively.

The effectiveness of the leadership and management of the early years provision

There is a comprehensive awareness of safeguarding issues among all staff within the nursery. The staff confidently discuss the procedure to follow should any concern arise about a child in their care. This includes who to contact, for example, the local authority designated officer. They are also confident in what to do if concerns over adult behaviour are raised. Comprehensive policies and procedures are implemented consistently to ensure any concerns are prioritised and dealt with effectively. For example, medication records are kept, recorded and signed by parents and staff. Children are safeguarded by the effective recruitment and vetting procedures and checks regarding staffs ongoing suitability. The recording of all staff and children's attendance ensures that ratios are continuously met and enables staff deployment to effectively meet the safety and needs of children.

Self-evaluation is ongoing and used to effectively identify areas for development. Parental questionnaires, children's voices and staff input all feed into the evaluation process. The nursery is currently undertaking the local authority quality mark and this tool further enables evaluation. The manager monitors the planning and assessment of all children, which ensures that staff display an accurate understanding of children's interests, skills and progress. Staff performance is effectively monitored through regular supervision, staff

meetings and annual appraisals. The introduction of peer observations further supports this process and identifies the impact of staff knowledge on practice. Staff and management identify training needs, which are supported through in-house and external courses.

Partnerships with parents are well established and enable the effective sharing of information to support children's needs. Those spoken to say they are happy with the nursery and staff keep them well informed. Partnerships with external agencies make a strong contribution to meeting children's needs. Staff working with these agencies exchange information and implement programmes of support or training, ensuring any needs are quickly identified and very well met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY426381
Local authority	Lancashire
Inspection number	945769
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	114
Number of children on roll	153
Name of provider	Tinkerbells Nursery Limited
Date of previous inspection	30/08/2013
Telephone number	01772 751666

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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